



Curriculum Plan - Reception

Academic Year 2023-2024

The Areas of Learning in the Early Years are:

- **Personal Social and Emotional Development**
- **Communication and Language**
- **Physical Development**
- Literacy
- Numeracy
- Understanding the World
- Expressive Arts and Design

During each topic children will be immersed in a different theme.

Below is an outline of the curriculum covered in Reception.

<u>Characteristics of Effective Learning</u>		
<u>A New Beginning</u>	<u>Once Upon a Story</u>	<u>The Great Outdoors</u>
<ul style="list-style-type: none"> • Playing and Exploring – Children investigate and experience things, and ‘have a go.’ • Active Learning - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements. • Creating and Thinking Critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 		
<p>Focus Rhymes/Texts:</p> <p>The Colour Monster Rhyme-o-sauras The Gingerbread Man Beegu</p> <p>Talk for Writing: Myths and Legends</p>	<p>Focus Rhymes/Texts:</p> <p>Stick Man The Gruffalo Room on a Broom A Midsummer Night’s Dream</p> <p>Talk for Writing: Shakespeare</p>	<p>Focus Rhymes/Texts:</p> <p>Jack and the Beanstalk The Tiny Seed Monkey Puzzle The Mixed Up Chameleon</p> <p>Talk for Writing: Tales from Other Cultures</p>

<p>Key Skills:</p> <ul style="list-style-type: none"> • Is aware of behavioural expectations and sensitive to the ideas of justice and fairness • Uses language to imagine and recreate roles and experiences in play situations • Is able to recall and discuss information or stories that has been read to them • Gives meaning to marks they make when drawing, writing and painting • Uses number names and symbols when comparing numbers, showing interest in large numbers 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Shows an understanding of their own feelings and those of others and can regulate their own emotions • Participates in discussions offering their own ideas, using recently introduced vocabulary from stories, non-fiction, rhymes and poems • Begins to read some high frequency words and uses developing phonics knowledge to decode words • Uses phonic knowledge to write things such as labels and captions, later progressing to simple sentences • Begins to explore and work out mathematical problems, using signs and strategies of their choice, including: numerals, tallies and '+' and '=' 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge • Expresses ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions • Reads aloud simple words and books that are consistent with phonic knowledge, including common exception words • Writes simple phrases and sentences that can be read by others • Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed evenly
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